

Grade 2



A Big Book of little stories

ENGLISH
FIRST ADDITIONAL LANGUAGE

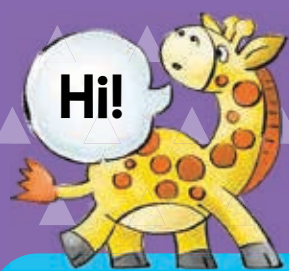


basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Book

3



Term 3 Stories in this book:



1 Granny's stone soup

1



2 Zweli makes a ball

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3 No chips for Lomusa

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4 Zweli is worried

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5 The winter holidays

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How to use this Big Book:

Dear Teachers

Please use these big book stories during your Shared Reading lessons.

In Grades 2 and 3, Shared Reading is done four times in a two-week theme as follows:

- Week 1 Tuesday: Pre-Read
- Week 1 Thursday: First Read
- Week 2 Tuesday: Second Read
- Week 2 Thursday: Post-Read

Please prepare your learners for these lessons as follows:

Make sure all learners are settled and can clearly see the big book pictures. Remind learners of your expectations during shared reading time, such as:

1. Sit comfortably.
2. Keep your hands on your laps.
3. Keep your eyes and thoughts on the story.
4. Turn your voices off (*make a gesture showing zipped lips*).

Below is a brief description of each of the four Shared Reading lessons.

Shared Reading: Pre-Read

In the Pre-Read, we build comprehension skills by getting learners to think about the story before it is read to them.

1. Tell learners that today they will look at the pictures in the story, and think about the story.
2. Tell learners that, based on what they see, they will make predictions about the story. This means they will use the pictures to try and guess what the story is about.
3. Show learners the cover of the story and read the title aloud.
4. Ask learners: What do you think will happen in this story?
5. Next, look at each picture in the story, and as you look, ask learners:
 - a. What do you see in this picture?
 - b. What do you think is happening here?
 - c. What do you think might happen next?
6. When you get to the last picture, ask learners: How do you think this story will end (if appropriate)?
7. Thank learners for their predictions.
8. Read through the story once.

Shared Reading: First Read

In the First Read, ensure that learners have a clear understanding of the story, and that they start to enjoy the story.

1. Read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change your tone of voice (expression) to enhance meaning.
2. Where necessary, stop and explain a word or phrase to learners. If you need to code switch, you may do so. This gives learners a clear understanding of the story.
3. At the same time, during the First Read, we also focus on modelling and teaching a comprehension strategy to learners.
4. Once you have read and explained the page to learners, read the text at the bottom of the page in block 1. This will help you to model and teach the comprehension strategy.
5. On the last page of the story, there are a few questions. Ask different learners to answer the questions.

Shared Reading: Second Read

In the Second Read, we continue to build comprehension skills by re-reading the story to learners, and by focussing on a specific comprehension strategy.

1. Once again, read each page of the story fluently and clearly. As you read, use gestures, actions, facial expressions, and vocal expression to enhance meaning.
2. This time, you may again explain words or phrases, but try to avoid code switching.
3. At the same time, during the Second Read, you will reinforce the comprehension strategy.
4. Once you have read and explained the page to learners, read the text at the bottom of the page in block 2. This will help you to model and teach the comprehension strategy.
5. On the last page of the story, there are a few questions. Ask different learners to answer the questions.

Shared Reading: Post-Read

The purpose of the Post-Read activity is to give learners an opportunity to consolidate their understanding of the story, and to practise using the new language that they have learnt. You will find the Post-Read activities in the lesson plans. They include oral recounts, summaries, illustrating the story and acting out the story.

Most importantly, please use the Shared Reading lessons to develop learners' confidence and curiosity! Create a safe environment for learners to use new language and answer questions, without a fear of making mistakes. Encourage learners to ask questions and make observations about the stories. Build emotional connections with your learners, by letting them share their own, similar experiences. And of course, show learners that reading is interesting and fun!

Granny's stone soup



Tselane and her Granny were very hungry. Times were hard. The rain had not come. The maize did not grow, and the cattle were thin. No one in the village had any food to spare. Granny was worried. What could she do? Tselane's skinny legs grew thinner every day, and she no longer ran around and played after school.



READ 1

Tselane and her granny really need food! I **wonder** what they will do?

READ 2

I **make the evaluation** that Granny loves Tselane, and wants to make a plan for her to eat!

Granny needed to think of a plan quickly! She sat in her rocking chair. Back and forth she rocked as she thought of a plan. 'Aha,' shouted Granny, 'I have a plan! Tselane, it's time to make my famous stone soup!'



READ 1

I have never heard of stone soup. I **wonder** if you can really eat stones in a soup?

READ 2

I **make the evaluation** that Tselane's grandmother is clever. I think she can always make a plan, even when times are hard!

Tselane made a fire. Granny put a large pot filled with water on the fire. Tselane collected smooth stones from the dry ground. 'These stones will make delicious soup!' Granny said. Tselane and Granny laughed happily! Tselane added the stones to the water.



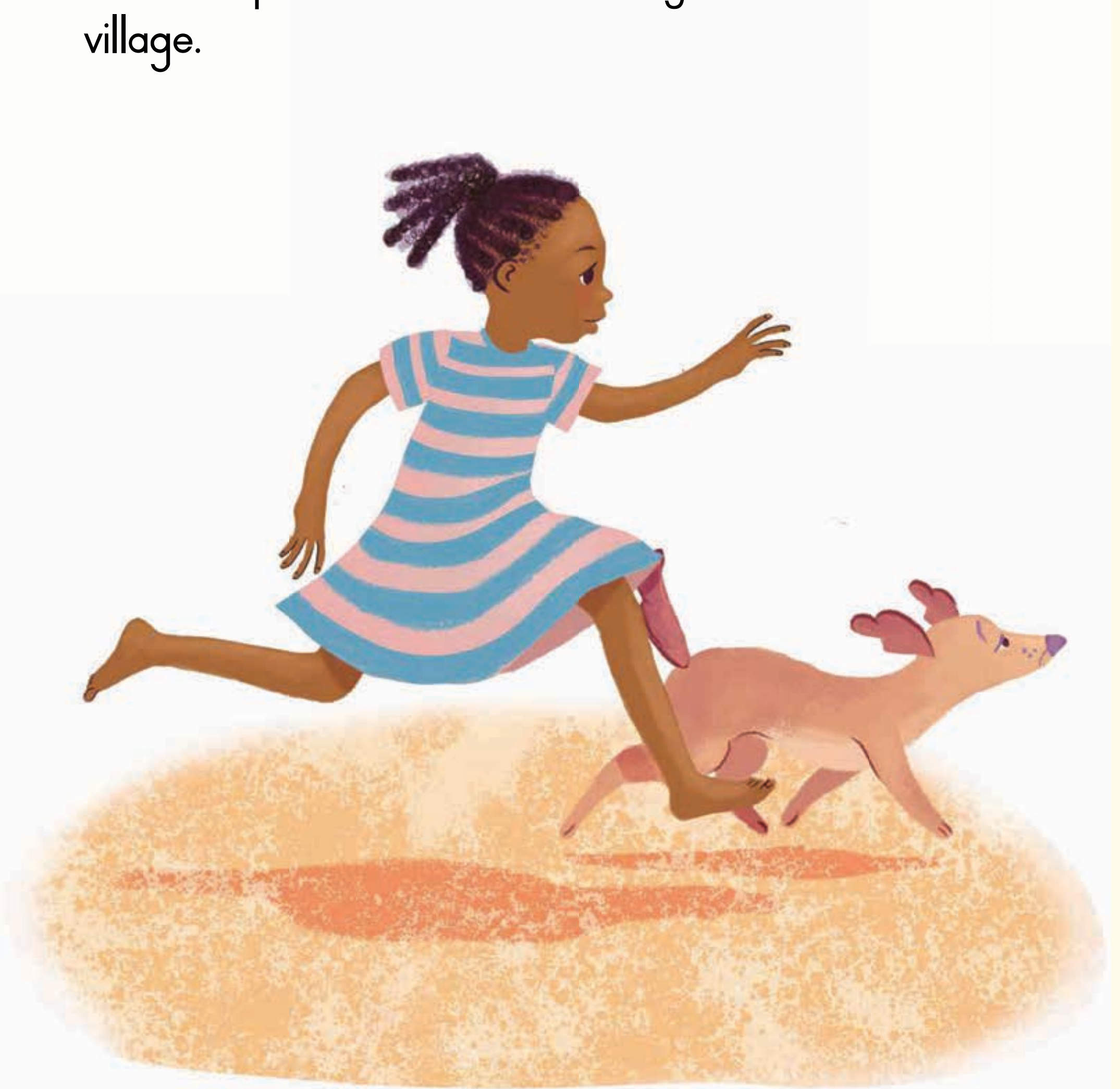
READ 1

I **wonder** why they add stones to the water? Maybe it is because they don't have any food to add!

READ 2

I **make the evaluation** that Tselane's granny is so clever. She calls her soup 'Stone soup' so people will think it is a special soup.

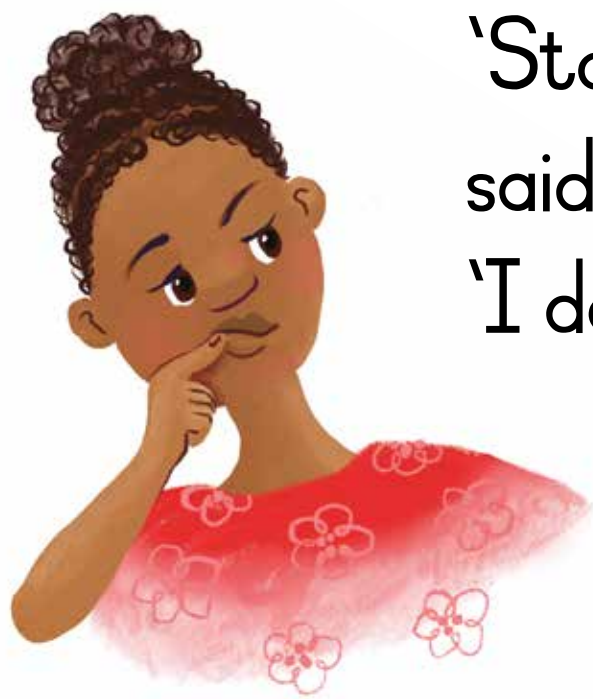
'Run to the village and tell everyone about my delicious stone soup, Tselane!' said Granny. Tselane ran to the village.



READ 1

I **wonder** why Tselane's granny wants her to tell the villagers about the stone soup?

'Granny is making her delicious stone soup!' she told the villagers.



'Stone soup?'
said the teacher.
'I don't know about that.'



'Granny is famous for
her delicious stone soup,' said Tselane.

'Oh yes – I love that soup,' said
Granny's friend. 'I definitely need to
have a bowl.'

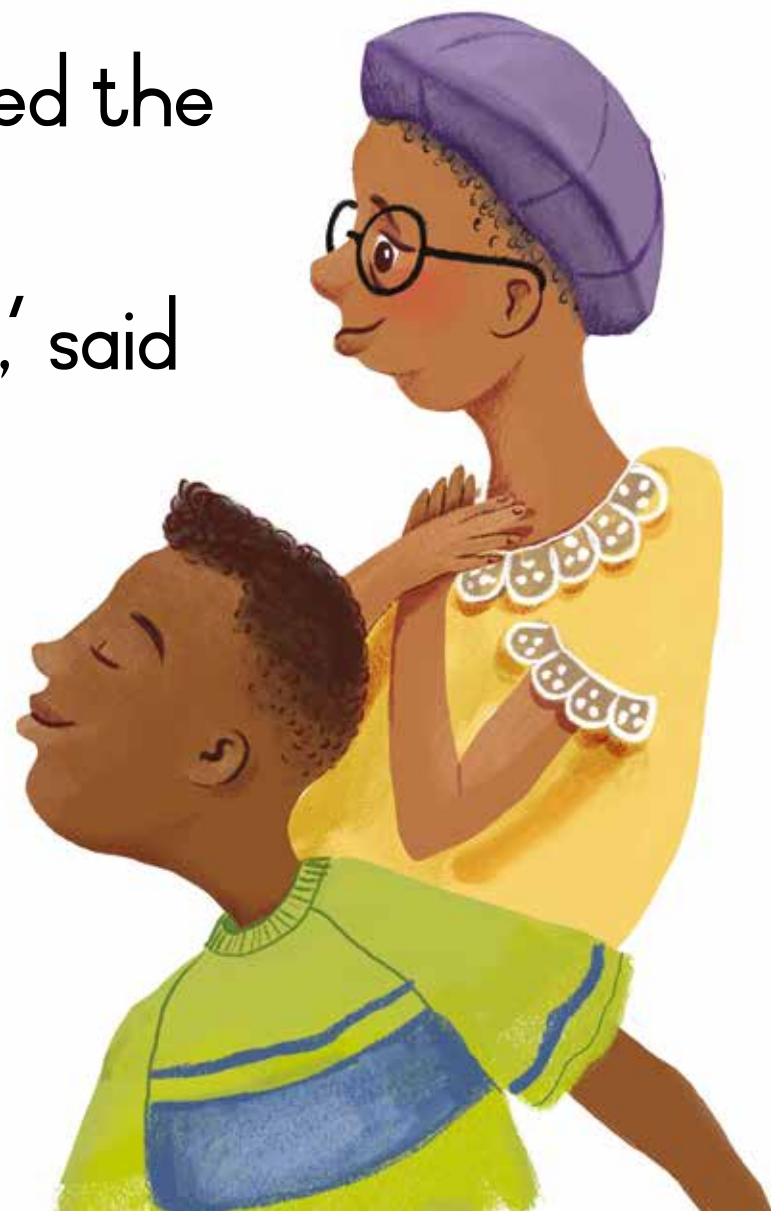


'Can I taste?' asked the
farmer.

'It sounds delicious,' said
the herder.

'It is,' said Tselane.

Tselane thought for a moment.
'But there isn't enough to share,'
she said sadly. Everyone looked
sad. They were hungry too.



READ 1

I **wonder** why anyone would want to eat soup that is just water and stones?

READ 2

I **make the evaluation** that Tselane is clever, like her grandmother. She has a plan to make all the villagers curious about Granny's special soup.

'I have an idea!' said Tselane, 'I am sure Granny will share her soup. But you must all bring a tasty ingredient to add to it. Then there will be enough for everyone!'

'I can bring potatoes,' said the teacher.

'Carrots will add flavour,' said the farmer.

'I have sweet onions we can add,' said the herder.

'I will slaughter my last chicken for the pot,' said Granny's friend.

All the villagers rushed home to see what they could find to add to Granny's special stone soup.



READ 1

Oh! Now everyone wants to bring something delicious to add to Granny's pot. I **wonder** if that was Tselane's plan all along?

READ 2

Tselane is playing a clever trick on the other villagers. I think the soup will taste delicious because of all of the ingredients from the villagers – not the stones in the soup!

Steam drifted up from the pot. Granny stirred the water and added salt and spices. What a delicious smell! One by one the villagers brought their vegetables to add to Granny's soup. As each villager added something to the soup it smelled even more delicious!



READ 2

I **make the evaluation** that Granny's stone soup is a clever way for granny to get some food when she really needs it!

The soup was ready at last. Everyone brought a bowl and sat around the fire to share the tasty stone soup. There was even enough for Tselane's dog!



READ 1

I **wonder** why the soup tastes good? It must be because of all the ingredients the villagers added!

READ 2

I **make the evaluation** that it is all of the ingredients from the villagers that have made this into a real soup – not the stones!

After the feast, Granny told a story, Tselane sang a song and everyone celebrated. It had been a long time since the villagers had sat down together to eat and talk.

‘What a wonderful day we have had,’ said the farmer.

‘Thank you for the stone soup,’ said the herder.

‘You have shown us that sharing makes us all richer,’ said the teacher.



READ 1

I **wonder** if the villagers would be angry that Tselane and her granny added stones instead of a real ingredient?

READ 2

I **make the evaluation** that the neighbours love Granny's stone soup! I don't think they realise that Tselane and her granny have tricked them!

Tselane and Granny shared a secret smile.



READ 1

I **make the evaluation** that the other villagers wouldn't be too upset. Tselane and her granny made a fire and brought everyone together! They helped the soup taste good, even though they didn't have any food to add!

READ 2

I **make the evaluation** that they are clever and sneaky, because they got to share so many ingredients, even though they only had stones, spices and salt to add!



READ 1

What ingredient did the teacher bring?
She brought potatoes.

What did the farmer add to the soup?
He brought carrots to add.

Who brought onions for the stone soup?

The herder brought onions.

Why did the soup taste good?

- Because each of the villagers brought an ingredient.
- Because all of the ingredients tasted good together.

READ 2

Why was granny worried?

Because she didn't have enough food for her granddaughter!

Where was Granny when she decided to make stone soup?

She was sitting in her rocking chair.

How do the villagers feel after the feast?

They feel happy / full.

Make an evaluation about Tselane and her granny. Do you think they are clever or sneaky people?

I think they are...because...



Zweli saw the big kids playing soccer. He sat at the side of the field. He wanted to play but he was too shy to ask.

The ball came his way. He tried to kick it back to the big kids. But he missed the ball. His face felt hot. He ran to his house.



READ 1

Zweli is watching the older children play soccer. **I can infer** that he wants to play with them!

READ 2

I can infer that Zweli feels so embarrassed when he misses the ball!

'I need to practise,' he thought. 'I need a ball.'
Zweli searched his house for a soccer ball. He found a small, red, bouncy ball. He tried to kick it but it wasn't big enough. 'I need to make this ball bigger,' he thought. Zweli thought and thought about how to make his small, bouncy ball into a big soccer ball.



READ 1

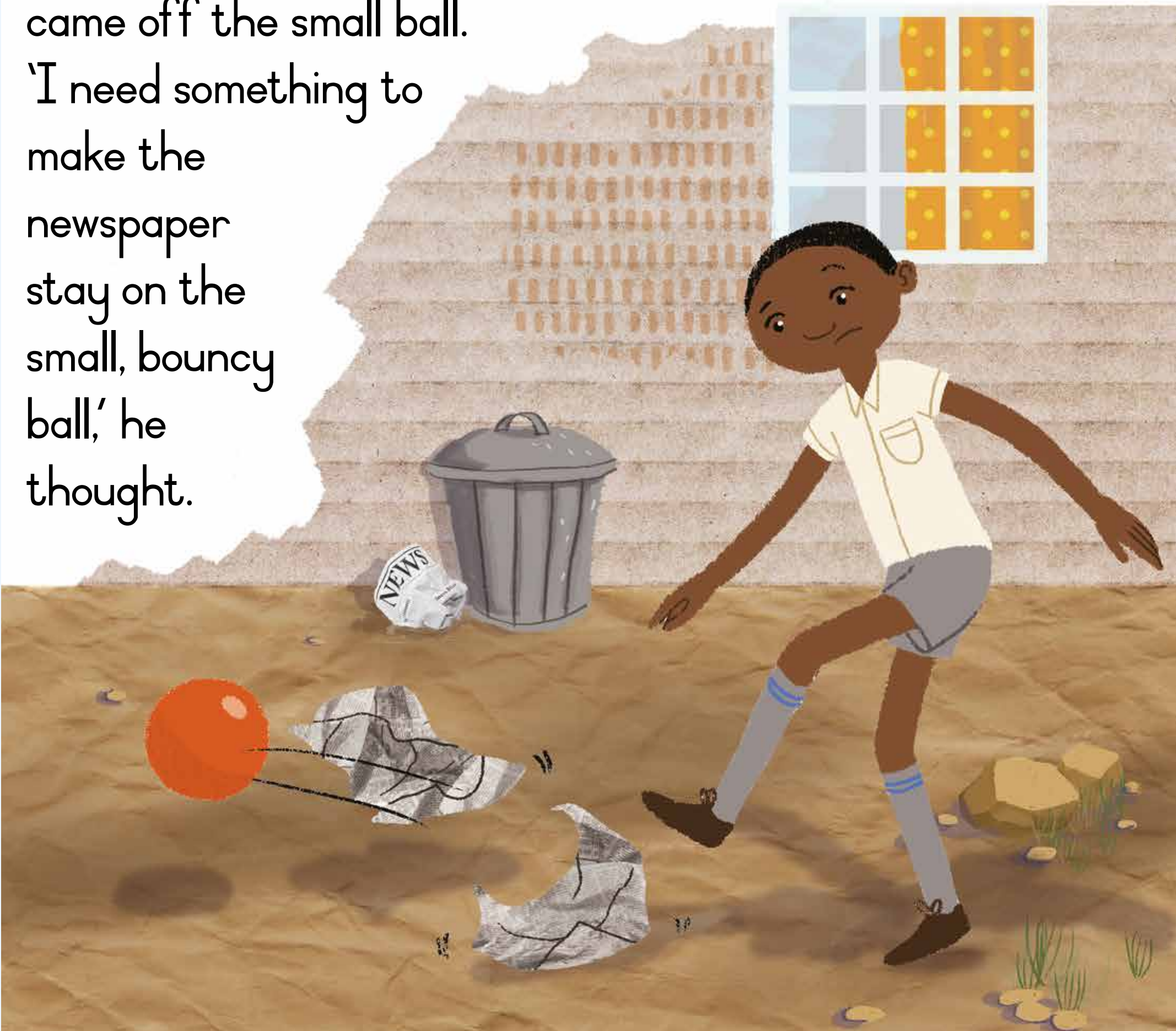
I can infer that Zweli wants to find a soccer ball so he can practise and get better at soccer.

READ 2

Zweli wants to practise soccer. **I can infer** that he wants to get better at playing soccer so that he will not feel embarrassed again!

Zweli began to search for something to make his ball bigger. He found an old newspaper next to the rubbish bin. He wrapped the small, bouncy ball in the newspaper. He tried to kick it. But the newspaper came off the small ball.

‘I need something to make the newspaper stay on the small, bouncy ball,’ he thought.



READ 1

Oh! Zweli is creative – the newspaper helps to make his ball bigger!

READ 2

I can see that Zweli doesn't give up easily! When he can't find a soccer ball, he uses his creative thinking to try to solve the problem! That lets me **infer** that Zweli is determined to get better at soccer!

Zweli walked into the kitchen. He found an empty Simba packet that no one was using. He wrapped the packet around the newspaper. He tried to kick it. The newspaper stayed in place. But, it still wasn't as big as a soccer ball.



READ 1

Oh! Zweli is so creative – he is recycling to help make his ball bigger! What a creative idea!

READ 2

Zweli keeps recycling different things to build his ball. That lets me **infer** that Zweli is a creative thinker!

'How can I make this bigger?' he thought. He found his mother's old handbag under the bed. He asked his mother if he could use it. 'Yes,' said mother. 'I was going to throw it away.' Zweli cut up the handbag and wrapped it around his ball.



READ 1

I would never think of using an old handbag to make a soccer ball! I **can infer** that Zweli is a creative thinker!

READ 2

Zweli keeps trying new things to fix his problem. That lets me **infer** that Zweli is determined to make his soccer ball!

Zweli walked into the kitchen. He found a plastic bag that no one was using. He wrapped the plastic around the ball and tied it tight. Then, he found an old string. He tied it around his ball to hold the plastic in place. He looked at his new soccer ball. Finally, it was big enough!



READ 1

Zweli didn't have a soccer ball, but he worked hard to make his own! **I can infer** that he really wants to practise soccer!

READ 2

Zweli made his own soccer ball! **I can infer** that he is creative and determined!

Zweli took his new ball and went outside. He kicked and kicked the ball. He set up two rocks as his goal. He practised kicking the ball between the rocks.



READ 1

I **remember** that Zweli missed the ball at the beginning of the story. I **can infer** he wants to practise and get better at soccer. That way, he won't miss the ball again!

READ 2

Zweli can finally practise. He practises a lot! I **can infer** that he really wants to get better so that he will not miss the ball and feel embarrassed again!

A few days later Zweli sat by the field and watched the big kids play soccer. He had been practising a lot. One of the big kids came over to him. She said, 'I saw you scoring goals outside your house! You can be on our team!'

Zweli stood up and walked onto the field, ready to play soccer with the big kids.



READ 1

I can infer that the older girl saw Zweli working hard to get better at soccer! That must be why she invited him to play soccer!

READ 2

Zweli practised and practised. Now, he is back at the soccer field. **I can infer** that Zweli must feel ready to try playing with the big kids again!



READ 1

What did Zweli find first?

He first found a small bouncy ball.

What did Zweli find next?

He found an old newspaper.

What else did Zweli find?

He found a Simba packet, his mother's old handbag and a plastic bag.

Why did the big girl ask Zweli to play soccer with the big kids?

- Because she saw him practising.
- Because Zweli made a ball and practised playing soccer.
- Zweli scored lots of goals when he practised.
- She saw him practising and scoring goals.
- Because he worked so hard to become better at soccer.

READ 2

Why did Zweli's face feel hot?

He was embarrassed because he missed the ball.

Why did Zweli feel embarrassed?

Because he missed the soccer ball in front of the big kids.

How do you think Zweli felt when the big kids asked him to play with them?
I think Zweli felt...

Why did Zweli work so hard to make a soccer ball?

- Because he really wanted to practise playing soccer.
- Because he was embarrassed that he missed the ball and he wanted to practise.
- Because he couldn't find a soccer ball to practise with and he wants to get better at soccer.
- Because he did not want to feel embarrassed again.
- Because he is determined to get better at soccer!

No chips for Lomusa



Lomusa walked into the kitchen, ready for school. Her father was sitting at the table with his sister, who was visiting from Maputo. Lomusa's dad looked at the clock. 'Time for you to go!' he said. He opened the kitchen cabinet, and gave Lomusa a packet of orange chips for her snack.



READ 1

I can visualise Lomusa coming into the kitchen, all clean and ready for school!

READ 2

I can visualise dad looking worried when he looks at the clock! He must not want Lomusa to be late for school!

‘What are you giving her that for?’ Auntie Sophia said. ‘You know that’s unhealthy Luis!’ Lomusa’s father looked at his sister, surprised.

‘But all the kids eat them!’ he said.

‘No Luis! You must give Lomusa protein for her snack! It will help her focus better in class. And, it will keep her feeling full for longer!’

‘Well, we don’t have any snacks like that!’ Lomusa’s father replied.



READ 1

I can visualise Lomusa’s looking back and forth from her father to Auntie Sophia while they argue!

READ 2

I can visualise Auntie Sophia looking surprised when Lomusa’s father gives her a packet of chips!

Auntie Sophia reached into her bag and took out a plastic bag with small, dried fish inside. 'These are delicious and healthy!' said Auntie, handing the packet to Lomusa and taking the chips away.



At break, Lomusa took out her little packet of fish and started eating them. 'Yum! These are delicious,' she thought.

Just then, two girls from Grade 4 walked by laughing and holding their noses. 'You smell disgusting!' one of the girls yelled. Lomusa quickly put the fish back inside her bag.



READ 1

I can visualise the two older girls laughing loudly as they tease poor Lomusa!

READ 2

I can visualise Lomusa trying to quickly hide her fish! She must feel embarrassed.

After school, Lomusa gave the little dried fish back to Auntie Sophia. 'The other girls said I smell when I eat these,' Lomusa said. 'I don't ever want to bring them to school again.'



READ 1

I can visualise Lomusa's sad face as she gives the fish back!

READ 2

I can visualise Lomusa's serious voice as she talks to her Auntie. She must want her Auntie to listen to her.

The next morning, Lomusa asked her father for some chips to take to school. He opened the kitchen cabinet and gave her a packet.



READ 1

I can visualise Lomusa trying to sneak out of the kitchen, before her Auntie sees that she has unhealthy chips!

‘What are you giving her that for?’ Auntie Sophia said. ‘I told you that’s unhealthy Luis! You must give Lomusa protein for her snack!’ Auntie Sophia looked around the kitchen. There was a pot on the stove with eggs that had just been boiled. ‘Boiled eggs are delicious! And they’re healthy!’ said Auntie, handing Lomusa the egg and taking her chips.



READ 1

I can visualise Auntie Sophia looking annoyed. She must feel annoyed because her brother didn't listen to her the first time!

READ 2

I can visualise Lomusa looking worried when Auntie Sophia tells her she must take a snack with protein. She must be worried that she will have to take fish again!

At break, Lomusa peeled her egg and began eating it. 'Yum! This is delicious,' she thought. But then two of the boys from Grade 5 walked by laughing and making coughing sounds. 'That smells disgusting!' one of the boys yelled. Lomusa quickly put the boiled egg back inside her bag.



READ 1

I can visualise the two older boys pointing and talking loudly so others can hear them tease poor Lomusa!

READ 2

I can visualise Lomusa trying to quickly hide her egg! She must feel very embarrassed.

After school, Lomusa handed the egg back to Auntie Sophia. 'The boys said I smell when I eat this,' Lomusa said. 'I don't ever want to bring boiled eggs to school again.' Lomusa said. Then she ran outside to play.



READ 1

I can visualise Lomusa's sad face as she gives the egg back!

READ 2

I can visualise Lomusa speaking in a serious voice! She must be upset because she got teased two days in a row!

A few minutes later, Auntie Sophia called Lomusa. 'Lomusa, healthy eating is important!' she said. 'Fish and boiled eggs are good for you. They will make your body strong and help your mind focus! But, I understand that being teased is hard. Let's find you a snack that has protein and doesn't have any kind of smell,' said Auntie Sophia.



READ 1

I can visualise Lomusa listening carefully to her Auntie Sophia.

READ 2

I can visualise Auntie Sophia putting her arm around Lomusa, and speaking in a soft, gentle voice. She must want to help Lomusa feel better!

'What about peanuts?' asked Auntie Sophia, looking around the yard. 'Your parents have many peanut bushes in the yard, and they are very good for you.' 'Oh yes!' said Lomusa. 'I love peanuts and they don't smell! I will take peanuts to school, and I will eat eggs and fish at home. Thank you Auntie!'



READ 2

I can visualise Lomusa looking excited when she learns that peanuts are a healthy snack with protein!

The next day at break, Lomusa took out her bag of peanuts and started eating them. She looked around, nervously. But, no one teased her as she ate her delicious nuts.



READ 1

I can visualise Lomusa looking happy as she eats her peanuts. I think she will not be afraid to take peanuts to school again!

READ 2

I can visualise Lomusa sighing. She must be relieved that today, no one is teasing her!



READ 1

What does Auntie Sophia say Lomusa must eat?

She says she must eat protein.

What does Auntie Sophia take away from Lomusa?

She takes the chips packet away.

What protein grows in Lomusa's backyard?

Peanuts!

Can you visualise Lomusa at break? Why doesn't Lomusa want to bring fish or eggs to school again?

- Because she gets teased.
- Because she doesn't want to take food that she has been teased for eating.
- Because the other kids at school make fun of fish and eggs because they have a smell.
- Because she is sad when she gets teased.

READ 2

What are the three foods in the story that have protein?

Dried fish, eggs, and peanuts.

What foods did Lomusa get teased for eating?

Dried fish and eggs.

How do you think Lomusa feels when she gets teased?

I think Lomusa must feel...

Visualise Lomusa eating peanuts at break! Why did Lomusa finally decide to take peanuts as her snack?

- Because peanuts don't have a smell.
- Because she got teased when she took fish and eggs. She didn't want to take those snacks again, even though they are healthy.
- Because her parents have peanut bushes in the yard.
- Because she likes peanuts!
- Because she listens to her Auntie and understand that she must eat a snack with protein rather than chips!



Zweli woke up, feeling thirsty. The moon was still bright in the sky outside his window. He heard his mother's voice coming from the kitchen.

'I wonder who Mom is talking to so late?' wondered Zweli. He got out of bed and peeped out the door.

'I didn't get paid,' he heard his mother say.

'Oh no,' Zweli thought. 'If Mom didn't get paid, how will we eat?'



READ 1

What did Zweli hear? He heard his mother say that she didn't get paid.

READ 2

What makes Zweli feel worried? He hears his mom say that she did not get paid. He must feel worried about how his mom will pay for all the things he needs, without any money!



Zweli got back into bed. He closed his eyes, but he couldn't sleep.

'If Mom didn't get paid, how will she pay for everything we need?' worried Zweli.

Zweli tossed and turned in his bed.



READ 1

Why can't Zweli sleep? Oh, I **learn** that Zweli can't sleep because he is worrying in his bed!

READ 2

Why did Zweli toss and turn in his bed? Zweli must be tossing and turning because he is too worried to sleep.

In the morning, Zweli got ready for school. He put on his jersey. He looked at the big hole in his sleeve. 'How will I ever get a new jersey?' Zweli worried. Zweli looked down at his shoes. They felt tight. 'I think I will need new shoes soon,' he thought. 'But how will I ever get new shoes if Mom doesn't get paid?' he worried.



READ 1

What is Zweli worried about? I learn that Zweli is worried that his mother will not be able to buy him a new jersey and shoes because she didn't get paid.

READ 2

Why is Zweli worried about his jersey and his shoes? I see that Zweli is growing and he will need a new jersey and new shoes soon. He must be worried because mom is the one who buys him all the new things that he needs, but he thinks she doesn't have any money!

At school, Zweli took his pencil out of his backpack. His pencil was getting so small.

‘Soon, my pencil will be too small to use!’ he thought.

‘What will I do if Mom can’t buy me a new pencil?’ he worried.



READ 1

What is Zweli worried about? Oh, poor Zweli is worried because his pencil is getting very small! He is worried that his mother will not be able to buy him a new pencil because she didn't get paid.

READ 2

Why is Zweli worried about his pencil? Zweli needs a pencil to do well at school. He must be worried that he will not be able to get a new pencil when he needs one!

At the end of the day, Mr Maboya gave letters to some of the children.

'These letters are for your parents,' Mr Maboya said.

Zweli read the heading: 'School Fees'.

'It is almost the end of the year!' Mr Maboya said.

'Just think, soon you will be in a new class with a new teacher.'

The bell rang.



READ 1

What did Mr Maboya give to Zweli? Oh, **I learn** that Mr Maboya gives Zweli a letter to take to his mother!

Zweli walked home.

'How will Mom pay my school fees?' Zweli worried.

'What if I can't go to school next year?' he wondered.

Zweli loved school. The thought made him want to cry.



READ 1

What is Zweli worrying about now? Zweli is worrying that his mother will not be able to pay his school fees.

READ 2

Why is Zweli worried about school fees? Oh! Zweli is worried that he will have to drop out of school if his mother can't pay. He is thinking about the worst things that could happen!

When Zweli got home, he gave the letter to his mother.
'Oh good,' she said. 'I just got paid today.'
'But I thought you didn't get paid?' Zweli asked.
'When did you hear that?' Zweli's mother asked.
'I heard you on the phone,' he said.
Zweli was worried that his mom would be angry.
'Zweli, I just got paid a few days late,' his mom explained.



READ 1

When did Zweli's mother get paid?
I learn that she got paid today!

READ 2

Why did Zweli feel surprised? All day, Zweli was so worried because he heard his mother say that she didn't get paid. But now, he finds out that she got paid! That makes him feel surprised.

That night, when Zweli got into bed, his mother came into his room. She put her hand on his shoulder. 'Zweli, I will take care of you,' she said. 'You don't have to worry. Your job is to work hard at school, to look after your things and to help me in the house. Go to sleep now.'

Then Zweli's mom gave him a kiss.

For the first time all day, Zweli was not worried.



READ 1

What did Zweli's mother say he must worry about? Oh! Zweli's mom doesn't want him to worry. She wants him to work hard and be helpful.

READ 2

Why isn't Zweli worried anymore? Zweli must feel better because he knows that his mom got paid – it was just late!



READ 1

Who was talking on the phone?

Zweli's mom was talking on the phone.

What did Zweli hear his mother say?

He heard her say that she did not get paid.

What did Mr Maboya give to some of the learners?

He gave them a letter that said 'school fees'.

Why was Zweli worried?

- Zweli was worried because he heard his mom say that she didn't get paid.
- He was worried because his mom pays for everything.
- He was worried that he wouldn't be able to get a new jersey.
- He was worried because soon he will need new shoes.
- He was worried because he will need a new pencil soon.
- He was worried because he thinks his mom will not be able to pay his school fees.
- He is worried that he will not be able to go to school.
- He is worried his mom will be mad because he listened to her speak on the phone.

READ 2

Why did Zweli wake up?

He woke up because he felt thirsty.

Why couldn't Zweli sleep?

He was worried. Sometimes it is hard to sleep when you feel worried.

Why did Zweli's mom tell him, 'I will take care of you'?

Because she wanted Zweli to stop worrying.

Why was Zweli surprised?

- Zweli was surprised because his mother got paid.
- Zweli was surprised because he thought his mother didn't get paid, but then she did.
- Zweli was surprised because he didn't have to worry about his mother paying his school fees.
- Zweli was surprised because in the end, he had nothing to worry about.

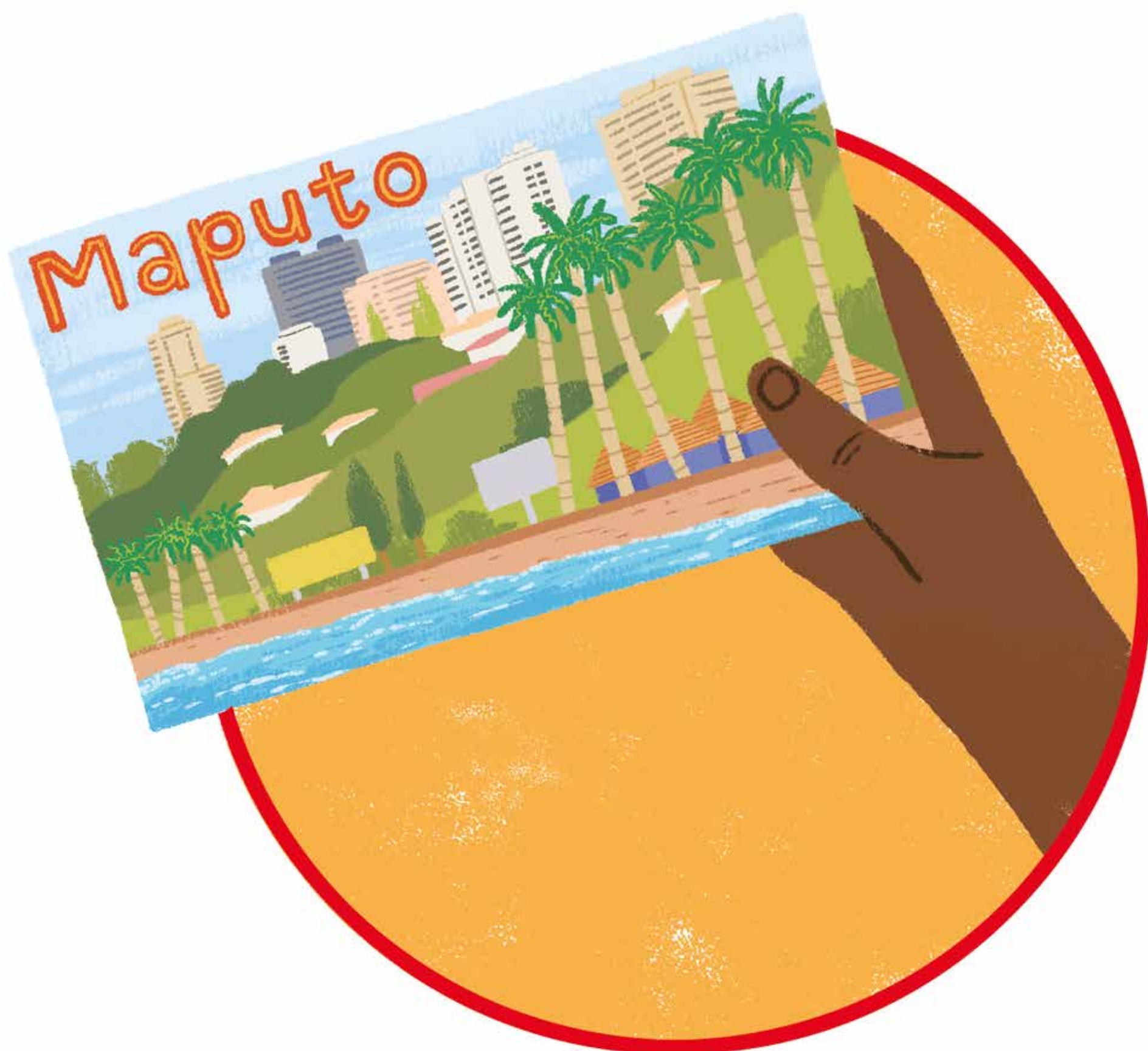
Zweli is worried: Activity Ideas

Letterbox

- 1 Hold a 'letterbox' day for your learners.
- 2 Bring a box to school and label it: Grade 2 Letterbox.
- 3 Give each learner a piece of A4 paper.
- 4 Tell learners that sometimes, it helps to share your worries with someone that you trust.
- 5 Tell learners that you want them all to draw a picture of something that worries them.
- 6 Tell them to close their eyes, and think about what worries them most.
- 7 Then, they should open their eyes, and draw a picture of what worries them.
- 8 Ask learners to please write their names on their papers.
- 9 Next, tell learners that if they want to talk to you about this worry, they must put a star next to their names.
- 10 Then, learners must fold up their papers, and put them into your 'letterbox'.
- 11 Remember to go through all the learners' 'letters'.
- 12 Remember to follow up and talk to any learners who draw a star next to their names.
- 13 Also talk to any learners whose drawings look disturbing, or concern you in any way.

Family discussion

- 1 Tell learners to retell the story of Zweli is worried to their families.
- 2 Then, tell learners to ask their families what they should do if they are worried about something.



Tomorrow would be the first day back at school after the winter holidays. Zweli polished his shoes. He packed his school bag. Zweli couldn't wait for the morning to come.



READ 1

When I am excited, I get ready early, **just like** Zweli.

READ 2

That **reminds** me of how I feel when it is time to come back to school after the holidays! I always feel so excited to see all the learners and my teacher-friends!

In the morning, Zweli ran to school.

When he arrived, he saw Simone on the swings.

'Hi Zweli! Where did you go in the holidays?' she asked him.

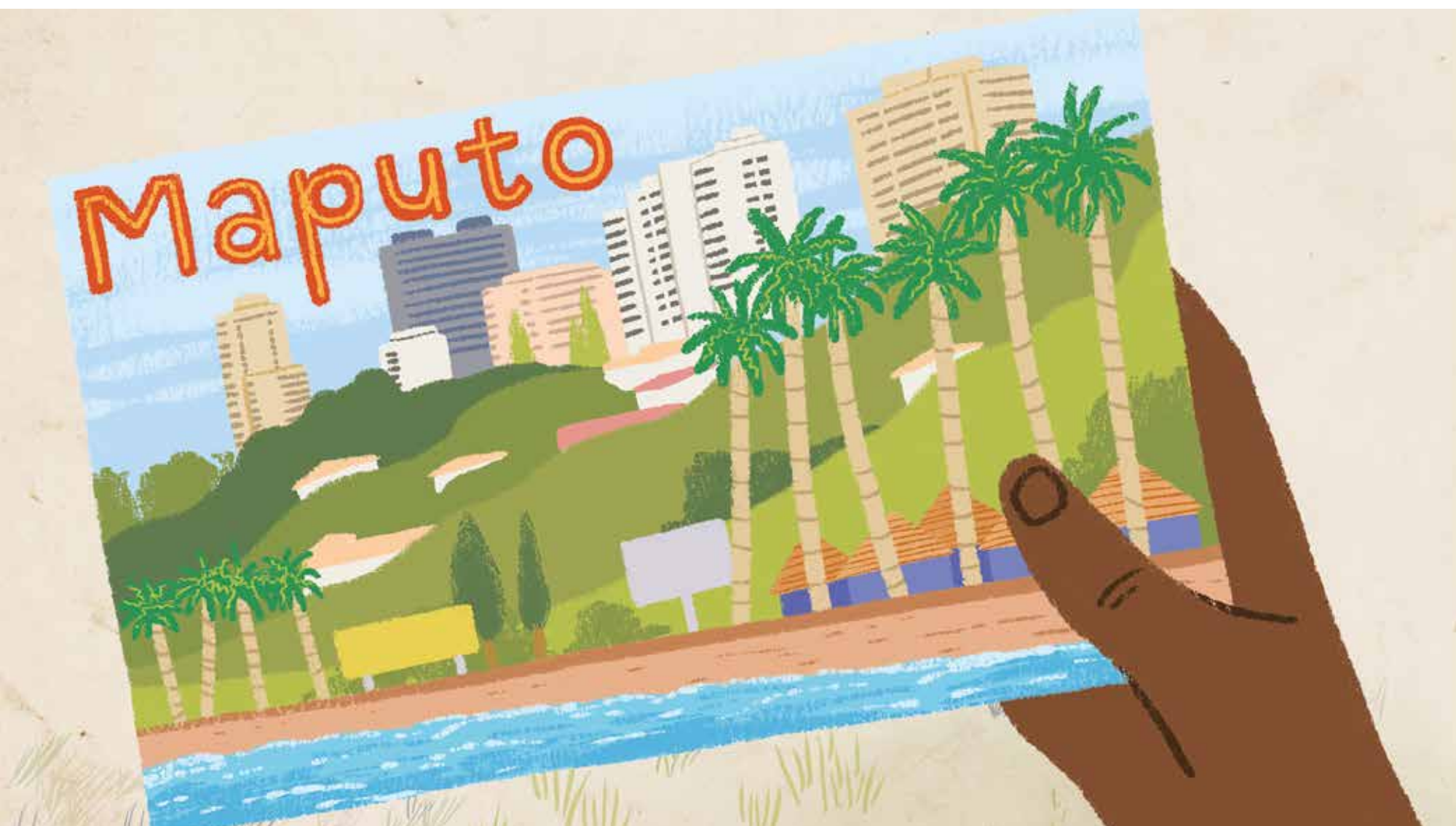
'I stayed at home,' Zweli said. 'Where did you go?'

'I went to visit my auntie in Maputo,' she said. 'Have you even been there?'

'No,' said Zweli. 'What is it like?'

'There are tall buildings,' she said. 'And the beach is nearby! I even saw the ocean!'

'Wow,' said Zweli. 'I want to go.'



READ 1

Look at the beach! It is beautiful. I would rather go to the beach than stay home!

READ 2

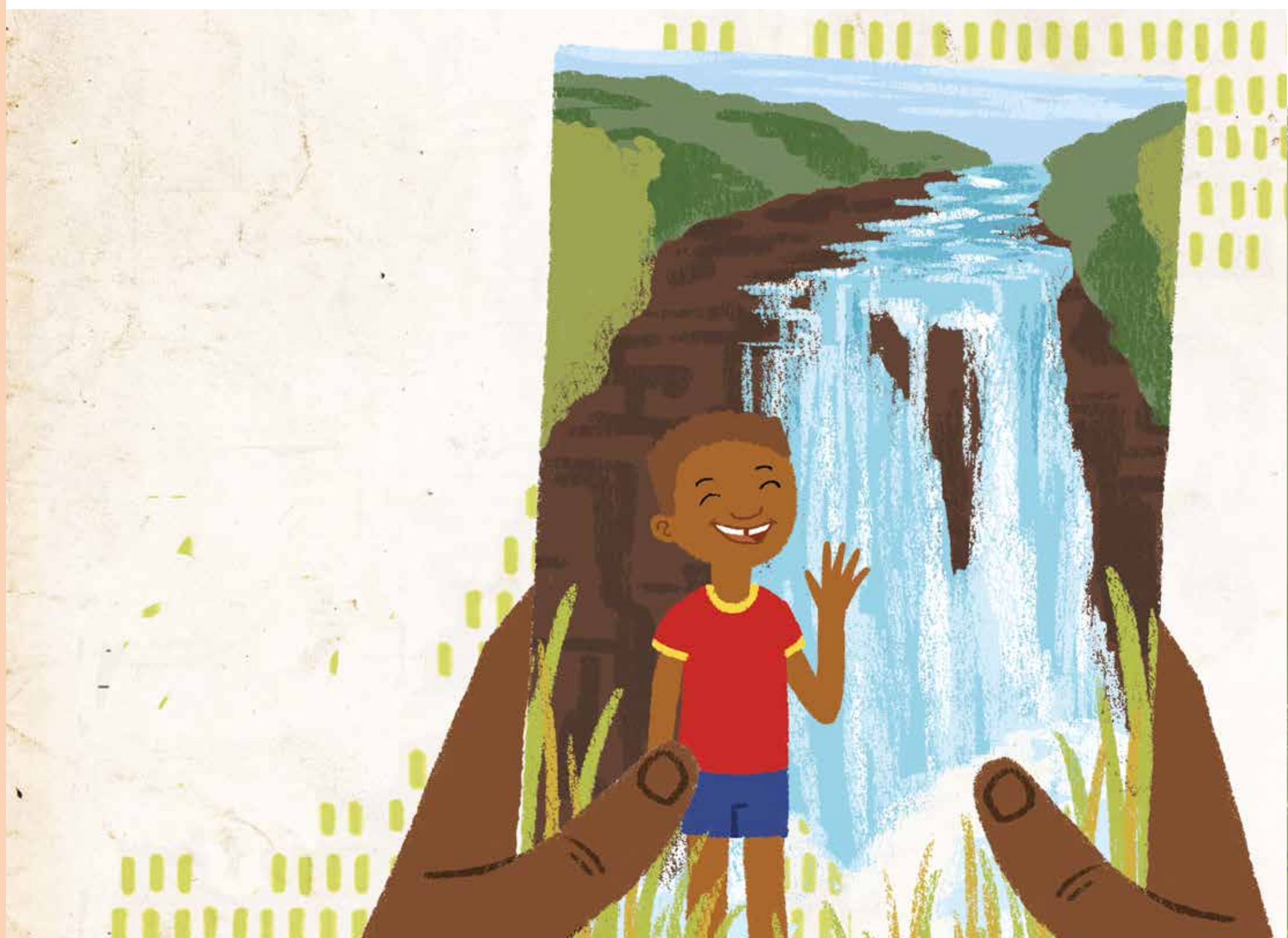
That **reminds** me of how I felt when my sister got to go in an aeroplane to Knysna for the holiday. I felt jealous that she got to see the ocean and I didn't!

Then Tafadzwa ran over to the swings. 'Hi guys!' he said.

'Where did you go in the holidays?' asked Zweli.

'I went to Zimbabwe,' said Tafadzwa. 'I visited my granny. We took a long bus ride. We went to see the big waterfalls,' he said. 'They are called Victoria Falls!'

'Wow,' said Zweli. 'I want to go.'



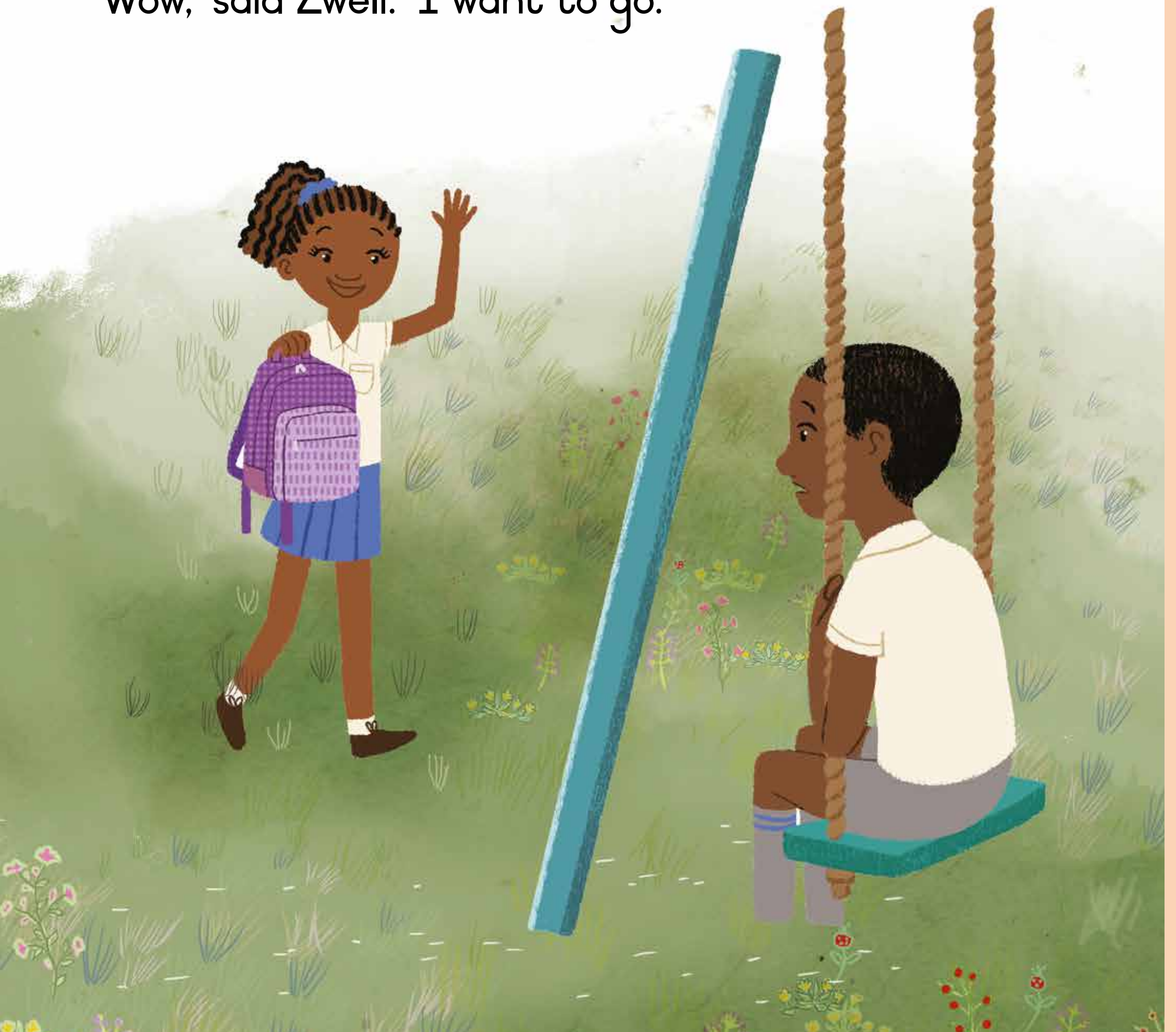
READ 1

Wow, I have never seen a waterfall like that! I would rather go see big waterfalls than stay home too!

READ 2

Wow, those waterfalls look so cool! That **reminds** me of when I saw some pictures on Facebook of my friends in Egypt. When I saw those pictures, it made me want to travel too!

Finally, Ayanda came over to the swings, carrying a new backpack. 'Look at the new bag I got in Johannesburg,' she said. 'There are so many shops there!' she said. 'And there are big malls!' 'Wow,' said Zweli. 'I want to go.'



READ 1

Going to the mall sounds exciting. I would rather go to the mall than stay home!

READ 2

That **reminds** me of how I felt when my sister brought a new, beautiful dress home from her trip. I felt so jealous that she got to travel and buy new things, and I didn't!

Zweli wasn't feeling so good about being back at school after all. 'I wish I had gone somewhere new,' Zweli thought. 'All I did was stay at home.' The bell rang. It was time for Creative Writing. 'Today we will write about what we did during the holidays!' said Mr Maboya.

Zweli felt upset. 'What do I have to write about? I don't want anyone to see my boring paper,' he thought.



READ 1

All of the things that Zweli's friends did sound more exciting than staying at home! If I were Zweli, I think I would wish I had gone somewhere new and exciting like all of my friends.

READ 2

I **can** make a **connection**! Zweli must be feeling like everyone else did something better than him! That **reminds** me of how I felt when all of my friends wore new dresses on the first day of school, but I didn't have a new dress to wear. I felt jealous that everyone else had something newer than me.

Mr. Maboya showed the learners what to do. He drew himself on the chalkboard. He told all the learners about his holidays. 'I stayed at home and read lots of books,' Mr Maboya said. 'I planted new tomatoes in my garden. I spent time with my family,' he said. 'Mr Maboya stayed home, just like me!' thought Zweli.



READ 1

Oh, Mr Maboya **reminds** me of all the things I like to do at home. I love to relax and spend time with my family. It isn't exciting, but it is my favourite thing to do!

READ 2

Zweli makes a **connection** with Mr Maboya. He feels better because he and Mr Maboya did the same thing over the holiday!

Then, Mr Maboya told the learners to think about their holidays. Zweli closed his eyes. He thought about sitting with his mother and reading. He thought about spending hours drawing with his baby sister. He thought about the day his older brother came home and played soccer with him.



READ 1

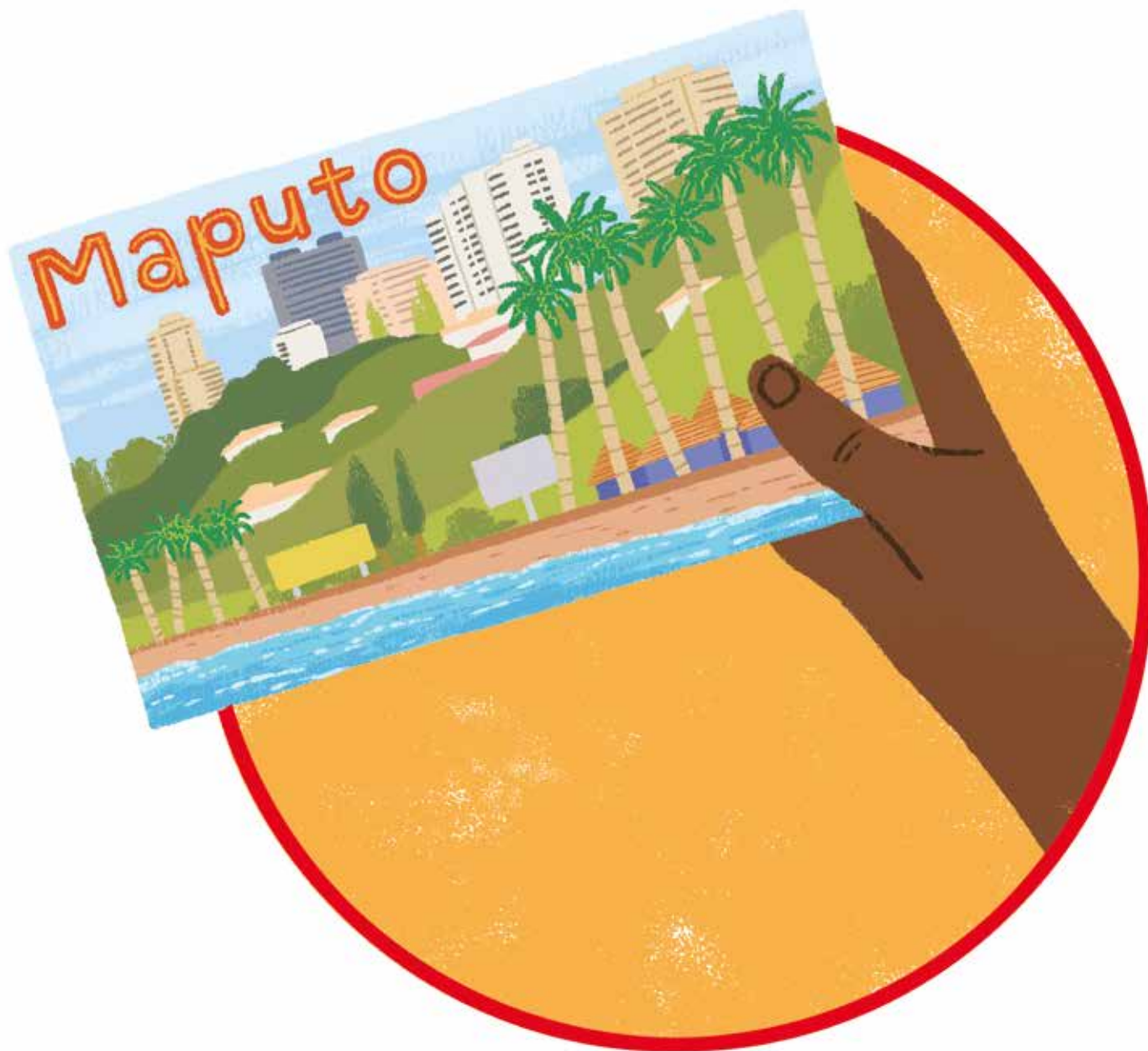
I see that Mr Maboya helps **remind** Zweli that he still had a good holiday, even though he didn't do something new and exciting!

At the end of writing Mr. Maboya asked who wanted to share. Zweli's hand was the first one up in the air.



READ 2

Zweli sees that he doesn't need to feel jealous! He did something special too, even though it wasn't something new!



READ 1

Where did Simone go for the winter holidays?

She went to Maputo.

Where did Tafadzwa go for the winter holidays?

He went to Zimbabwe. He went to Victoria Falls.

Where did Ayanda go for the winter holidays?

She went to Johannesburg.

Can you make a connection? How do you think you would feel if all of your friends went to exciting places for the holidays?

- I think I would feel...
- If my friends went away, I would...

READ 2

Where did Zweli want to go?

He wanted to go to all the places his friends went. He wanted to go to Maputo, Zimbabwe and Johannesburg.

What did Mr Maboya do on his holiday?

He stayed home. He planted tomatoes in his garden. He read lots of books. He spent time with his family.

How did Zweli feel when he found out Mr Maboya stayed home like him?

He felt better. He didn't feel so bad about staying home, just like his teacher.

Can you make a connection? Zweli felt jealous of all the new things his friends did. Can you think of a time when you felt jealous?

- I felt jealous like Zweli when...
- That reminds me of...



Some other ideas for using a Big Book

- Use a sheet of clear plastic as an overlay for your Big Book. It will be useful for you and the learners to write on the plastic.
- Write on the overlay with a water-based washable pen (white board markers).
- Use a clip or peg to attach the transparent overlay to the Big Book.

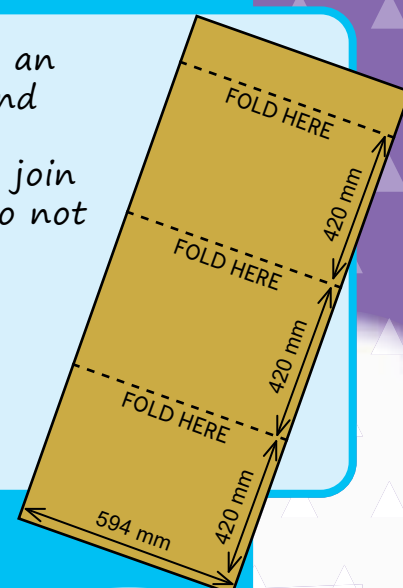


Make your own Big Book stand

You will need:

1. Cardboard with the same width as an open Big Book (594 mm) and three times the length (1360 mm).
2. Masking tape.
3. Two washing pegs to keep the cardboard in place.

- Fold the cardboard to make an A-shape and clip the base and the front together as shown below. (Use masking tape to join pieces of cardboard if you do not have a long enough piece.)



THIS BOOK MAY NOT BE SOLD.



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Published by the Department of Basic Education
222 Struben Street, Pretoria
South Africa

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First edition 2016

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